

Textbook Alignment to the Utah Core – 3-D Design

*This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list
(www.schools.utah.gov/curr/imc/indvendor.html.) Yes _____ No _____*

Name of Company and Individual Conducting Alignment: _____

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

☐ On record with the USOE.

☐ The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name and grade of the core document used to align): 3-D Design Core Curriculum

Title: _____ ISBN#: _____

Publisher: _____

Overall percentage of coverage in the *Student Edition (SE) and Teacher Edition (TE)* of the Utah State Core Curriculum: _____%

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: _____%

STANDARD I: (Making): Students will assemble and create 3-D design by manipulating art media and by organizing images with the elements and principles.

Percentage of coverage in the *student and teacher edition* for Standard I: _____%

Percentage of coverage not in student or teacher edition, but covered in the *ancillary material* for Standard I: _____%

OBJECTIVES & INDICATORS

Coverage in *Student Edition(SE) and Teacher Edition (TE)* (pg #'s, etc.)

Coverage in *Ancillary Material* (titles, pg #'s, etc.)

Not covered in TE, SE or ancillaries ✓

Objective A: Refine techniques and processes in a variety of media.				
•	Experience and control a variety of 3-D design media, including current arts-related technologies.			
•	Select and analyze the expressive potential of 3-D design media, techniques, and processes.			
•	Practice safe and responsible use of art media, equipment, and studio space.			
Objective B: Create 3-D design using art elements and principles.				
•	Create expressive 3-D design using art elements, including line, shape, texture, form, contrast, and unity.			
•	Create expressive 3-D designs using principles to organize the art elements, including emphasis, repetition, and unity.			
STANDARD II: (Perceiving): Students will find meaning by analyzing, criticizing, and evaluating 3-D design.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard II: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective A: Critique 3-D design.				
•	Analyze 3-D designs regarding the use of art elements and principles.			
•	Examine the functions of 3-D designs.			
•	Interpret 3-D designs.			
Objective B: Evaluate 3-D design.				
•	Analyze and compare 3-D designs using a variety of aesthetic approaches.			
•	Evaluate 3-D designs based on forming techniques, effective use of art elements and principles, fulfillment of functions,			

	impact of content, expressive qualities, and aesthetic significance.			
STANDARD III: (Expressing): Students will create meaning in 3-D design.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard III: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective A: Create content in 3-D design.				
•	Identify subject matter, metaphor, themes, symbols, and content in 3-D designs.			
•	Create 3-D designs that effectively communicates subject matter, metaphor, themes, symbols, or individually conceived content.			
•	Create divergent, novel, or individually inspired applications of 3-D design media or art elements and principles that express content.			
Objective B: Curate 3-D designs ordered by medium and content.				
•	Organize a portfolio that expresses a purpose such as mastery of a medium, objectives of this Core, or significant content.			
•	Exhibit 3-D designs selected by themes such as mastery of a medium, Core objectives, and significant content.			
STANDARD IV: (Contextualizing): Students will find meaning in 3-D design through settings and other modes of learning.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard IV: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard IV: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or</i>

			<i>ancillaries</i> ✓
Objective A: Align works of 3-D design according to history, geography, and personal experience.			
•	Use visual characteristics to group 3-D designs into historical, social, and cultural contexts; e.g., cubist view of the Egyptians, tenebrism of the Baroque.		
•	Analyze the impact of time, place, and culture on 3-D design.		
•	Evaluate own relationship with 3-D designs from various periods in history.		
Objective B: Synthesize 3-D design with other educational subjects.			
•	Integrate 3-D design with dance, music, and theater.		
•	Explore how 3-D design can be integrated across the disciplines.		
Objective C: Evaluate the impact of 3-D design on life outside of school.			
•	Examine careers related to 3-D design.		
•	Predict how 3-D design can add quality to life and lifelong learning.		